



# **Competency Standard (CS)**

**Food Quality Control**

**Level-3**

**Agro Food Processing Sector**

**Competency Standard Code: CS-AFP-QC-L3-EN-V1**



**National Skills Development Authority  
Prime Minister's Office  
Government of the People's Republic of Bangladesh**



## Copyright

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This Competency Standard for **Food Quality Control** is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

## Introduction

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The NSDA aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skill ecosystem and delivery mechanism through a combination of Well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. " **Food Quality Control**" is selected as one of the priority occupations of **Agro Food Processing** Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils , employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive a qualification in the Bangladesh National Qualification Framework (BNQF) and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding elements.

## Overview

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A **competency standard** is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of parts for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of occupation specific experts, academicians, representatives from NSDA, SEIP and ISC to identify the competencies required of an occupation in **Agro Food Processing Sector**.

Competency standards describe the knowledge, skills and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guides

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key parts of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

**Competency Standards for National Skill Certificate – 2 in  
Food Quality Control, Agro Food Processing Sector  
Level Descriptors of Skills Sector, BNQF Level 1-6**

Level & Job classification	Knowledge Domain	Skills Domain	Responsibility Domain
6-Mid-Level Manager/ Sub Assistant Engineer	Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate.	Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.	Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.
5-Supervisor	Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

## List of Abbreviations

NSDA	- National Skills Development Authority
CS	- Competency Standard
SCVC	- Standard and Curriculum Validation Committee
ISC	- Industry Skills Council
CBLM	- Competency Based Learning Material
UoC	- Unit of Competency
PPE	- Personal Protective Equipment
OSH	- Occupational Safety and Health
CBC	- Competency Based Curriculum
AGP	- Agro Food Processing
FQC	- Food Quality Control
CNC	- Computer and Numerical Control
BNQF	- Bangladesh National Qualification Framework
STP	- Skills Training Provider
SOP	- Standard Operating Procedure
UoC	- Unit of Competency
4 IR	- 4th Industrial Revolution





Approved by  
30<sup>th</sup> Authority Meeting of NSDA  
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**Competency Standards for National Skill Certificate – 3 in  
Food Quality Control  
Course Structure**

SL	Unit Code and Title		UoC Level	Nominal Hours
Generic Units of Competencies				45
1.	GU-02-L1-V1	Apply Occupational Health and Safety (OHS) procedure in the workplace	1	15
2.	GU-04-L1-V1	Work in the team environment	1	15
3.	GU-05-L2-V1	Carryout workplace interaction	2	15
Sector Specific Units of Competencies				50
4.	SU-AFP-01-L1-V1	Follow quality and food safety programs.	1	30
5.	SU-AFP -03-L1-V1	Work in the food industry	1	20
Occupation Specific Units of Competencies				230
6.	OU-AFP-FQC-01-L3-V1	Inspect quality of raw materials, ingredients and packaging materials	3	60
7.	OU-AFP-FQC-02-L3-V1	Inspect quality of food processing system	3	50
8.	OU-AFP-FQC-03-L3-V1	Control quality of food production system	3	60
9.	OU-AFP-FQC-04-L3-V1	Inspect quality of packagings with finished products	3	60
Total Learning Hours				325
On-the Job				160
Total Nominal Hours				485

## Units & Elements at a Glance:

### Generic Unit of Competency - 45 Hrs.

Code	Unit of competency	Elements of competency	Duration (hours)
GU-02-L1-V1	Apply Occupational Health and Safety (OHS) Procedure in The Workplace	<ol style="list-style-type: none"> <li>1. Identify OSH policies and procedures</li> <li>2. Follow OSH procedure</li> <li>3. Report hazards and risks.</li> <li>4. Respond to emergencies</li> <li>5. Maintain personal well-being</li> </ol>	15
GU-04-L1-V1	Work in the team environment	<ol style="list-style-type: none"> <li>1. Define team role and scope</li> <li>2. Identify individual role and responsibility</li> <li>3. Participate in team discussions</li> <li>4. Work as a team member</li> </ol>	15
GU-05-L2-V1	Carryout Workplace Interaction	<ol style="list-style-type: none"> <li>1. Interpret workplace communication and etiquette</li> <li>2. Interpret Workplace Documents</li> <li>3. Participate in workplace meetings and discussions</li> <li>4. Practice professional ethics at workplace</li> </ol>	15
<b>Total Hours</b>			<b>45</b>

### Sector Specific Units of Competencies (50 Hours)

Code	Unit of competency	Elements of competency	Duration (hours)
SU-AFP-01-L1-V1	Follow Quality and Food Safety Programs	<ol style="list-style-type: none"> <li>1. Observe OSH.</li> <li>2. Practice personal hygiene and good grooming standards.</li> <li>3. Follow safe food handling and sanitation practices.</li> <li>4. Monitor quality of work outcome.</li> <li>5. Identify and act on quality deficits and/or food safety hazards.</li> </ol>	30
SU-AFP-03-L1-V1	Work in the Food Industry	<ol style="list-style-type: none"> <li>1. Identify job roles and responsibilities in the food industry</li> <li>2. Identify and observe OSH in the food industry</li> <li>3. Plan work activities</li> <li>4. Work with others</li> </ol>	20
<b>Total hours</b>			<b>50</b>

## Occupation Specific Unit of Competencies – 230 Hours

Code	Unit of Competency	Elements of Competency	Duration (hours)
OU-AFP_FQC-01-L3-V1	Inspect quality of raw materials, ingredients and packaging materials	<ol style="list-style-type: none"> <li>1. Prepare for work</li> <li>2. Interpret checking procedure of raw materials, ingredients and packaging materials.</li> <li>3. Check the quality of raw materials, ingredients and packaging materials</li> <li>4. Store raw materials, ingredients and packaging materials</li> </ol>	60
OU-AFP_FQC-02-L3-V1	Inspect quality of food processing system	<ol style="list-style-type: none"> <li>1. Prepare for work</li> <li>2. Check quality of processing materials</li> <li>3. Inspect equipment and production area</li> </ol>	50
OU-AFP_FQC-03-L3-V1	Control quality of food production system	<ol style="list-style-type: none"> <li>1. Prepare for work</li> <li>2. Control quality of product</li> <li>3. Inspect equipment and production area</li> </ol>	60
OU-AFP_FQC-04-L3-V1	Inspect quality of packagings system with finished products	<ol style="list-style-type: none"> <li>1. Prepare for work</li> <li>2. Check packaging system</li> <li>3. Inspect finished goods</li> </ol>	60
<b>Total hours</b>			<b>230</b>

## **Generic Unit of Competenceis**



Unit Code and Title	GU-02-L1-V1: Apply Occupational Health and Safety (OHS) Procedure in the Workplace
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to apply occupational health and safety (OHS) procedure in the workplace.</p> <p>It specifically includes identifying OHS policies and procedures, following OHS procedure, reporting hazards and risks, responding to emergencies, and maintaining personal well-being.</p>
Nominal Hours	15 Hours
Elements of Competency	<b>Performance Criteria</b> <u><b>Bold &amp; Underlined</b></u> terms are elaborated in the Range of Variables
1. Identify OSH policies and procedures	1.1. <u><b>OHS policies</b></u> and <u><b>safe operating procedures</b></u> are accessed and stated 1.2. <u><b>Safety signs and symbols</b></u> are identified and followed 1.3. Emergency response, evacuation procedures and other contingency measures are determined according to workplace requirements
2. Follow OSH procedure	2.1 <u><b>Personal protective equipment (PPE)</b></u> is selected and collected as required 2.2 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices 2.3 A clear and tidy workplace is maintained as per workplace standard 2.4 PPE is maintained to keep them operational and compliant with OHS regulations
3. Report hazards and risks.	3.1 <u><b>Hazards</b></u> and risks are identified, assessed and controlled 3.2 Incidents arising from hazards and risks are reported to designated authority
4. Respond to emergencies	4.1 Alarms and warning devices are responded 4.2 Workplace <u><b>emergency procedures</b></u> are followed 4.3 <u><b>Contingency measures</b></u> during workplace accidents, fire and other emergencies are recognized and followed in accordance with organization procedures 4.4 First aid procedures is applied during emergency situations
5. Maintain personal well-being	5.1 OHS policies and procedures are adhered to 5.2 OHS awareness programs are participated in as per workplace guidelines and procedures 5.3 Corrective actions are implemented to correct unsafe condition in the workplace 5.4 <u><b>“Fit to work” records</b></u> are updated and maintained according to workplace requirements

<b>Range of Variables</b>	
<b>Variables</b>	<b>Range (may include but not limited to):</b>
1. OHS policies	1.1. Bangladesh standards for OHS 1.2. Fire Safety Rules and Regulations 1.3. Code of Practice 1.4. Industry Guidelines
2. Safe operating procedures	2.1 Orientation on emergency exits, fire extinguishers, fire escape, etc. 2.2 Emergency procedures 2.3 First Aid procedures 2.4 Tagging procedures 2.5 Use of PPE 2.6 Safety procedures for hazardous substances
3. Safety signs and symbols	3.1 Direction signs (exit, emergency exit, etc.) 3.2 First aid signs 3.3 Danger Tags 3.4 Hazard signs 3.5 Safety tags 3.6 Warning signs
4. Personal Protective Equipment (PPE)	4.1 Gas Mask 4.2 Gloves 4.3 Safety boots 4.4 Face mask 4.5 Overalls 4.6 Goggles and safety glasses 4.7 Sun block 4.8 Chemical/Gas detectors
5. Hazards	5.1 Chemical hazards 5.2 Biological hazards 5.3 Physical Hazards 5.4 Mechanical and Electrical Hazard 5.5 Mental hazard 5.6 Ergonomic hazard
6. Emergency Procedures	6.1 Fire fighting 6.2 Earthquake 6.3 Medical and first aid 6.4 Evacuation
7. Contingency measures	7.1 Evacuation 7.2 Isolation 7.3 Decontamination
8. “Fit to Work” records	8.1 Medical Certificate every year 8.2 Accident reports, if any

	8.3 Eye vision certificate
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 stated OHS policies and safe operating procedures</li> <li>1.2 followed safety signs and symbols</li> <li>1.3 used personal protective equipment (PPE)</li> <li>1.4 maintained workplace clear and tidy</li> <li>1.5 assessed and Controlled hazards</li> <li>1.6 followed emergency procedures</li> <li>1.7 followed contingency measures</li> <li>1.8 implemented corrective actions</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Define OHS</li> <li>2.2 OHS Workplace Policies and Procedures</li> <li>2.3 Work Safety Procedures</li> <li>2.4 Emergency Procedures</li> <li>2.5 Hazard control procedure</li> <li>2.6 Different types of Hazards</li> <li>2.7 PPE and there uses</li> <li>2.8 Personal Hygiene Practices</li> <li>2.9 OHS Awareness</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Accessing OHS policies</li> <li>3.2 Handling of PPE</li> <li>3.3 Handling cleaning tools and equipment</li> <li>3.4 Writing report</li> <li>3.5 Responding to emergency procedures</li> </ul>
4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Sincere and honest to duties</li> <li>4.3 Promptness in carrying out activities</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect of peers and seniors in workplace</li> <li>4.8 Communicate with peers and seniors in workplace</li> </ul>
5. Resource implications	<ul style="list-style-type: none"> <li>5.1 Workplace</li> <li>5.2 Equipment and outfits appropriate in applying safety measures</li> <li>5.3 Tools, materials and documentation required</li> <li>5.4 OHS Policies and Procedures</li> </ul>

6. Methods of assessment	<p>Competency should be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>GU-04-L1-V1: Work in the Team Environment</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes (KSA) required in working in a team environment.</p> <p>It includes defining team role and scope, identifying individual role and responsibility. Participating in team discussions and working as a team member.</p>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables</p>
1. Define team role and scope	1.1. Role and objectives of the team are defined 1.2. Team structure, responsibilities and reporting relations are identified from team discussions and other external sources
2. Identify individual role and responsibility	2.1 Individual roles and responsibilities of <b><u>team members</u></b> are identified 2.2 Reporting relationships among team members are defined and clarified 2.3 Reporting relationships external to the team are defined and clarified
3. Participate in team discussions	3.1 Ideas related to team plans are contributed 3.2 Recommendations for improving team work are put forward
4. Work as a team member	4.1. Effective forms of communication are used to interact with team members 4.2. Communication channels are followed 4.3. OHS practices are followed
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Sources of information	1.1 Standard Operating Procedures 1.2 Job Description 1.3 Operations Manual 1.4 Organizational Structure
2. Team Members	2.1 Coach/mentor 2.2 Supervisor/Manager 2.3 Peers/Colleagues 2.4 Employee representative
3. Workplace context	3.1 National Laws and Statutes 3.2 Standard Operating Procedures 3.3 Workplace Rules and Regulations
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 demonstrated knowledge in working in a team environment.</p> <p>1.2 satisfied the requirements mentioned in the Performance Criteria and Range of Variables</p>
2. Underpinning knowledge	<p>2.1 Team Structure, Role and Responsibility</p> <p>2.2 Individual Members' Roles and Responsibilities</p> <p>2.3 Communication Flow and Reporting Structures</p> <p>2.4 Team Planning</p> <p>2.5 Interpersonal Communication Skills</p> <p>2.6 Team Meeting Procedures</p> <p>2.7 OHS Practices</p>
3. Underpinning skills	<p>3.1 Identifying the role and responsibility of the team</p> <p>3.2 Identifying roles and responsibilities of individual members</p> <p>3.3 Participating in team discussions</p> <p>3.4 Working as a team member</p>
4. Underpinning Attitudes	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Environmental concerns</p> <p>4.3 Eagerness to learn</p> <p>4.4 Tidiness and timeliness</p> <p>4.5 Respect for rights of peers and seniors in workplace</p> <p>4.6 Communication with peers and seniors in Workplace</p>
5. Resource implications	<p>5.1 Pens</p> <p>5.2 Telephone</p> <p>5.3 Computer</p> <p>5.4 Writing materials</p> <p>5.5 Online communication</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1. Demonstration</p> <p>6.2. Oral questioning</p> <p>6.3. Written test</p> <p>6.4. Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by NSDA, the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any BNQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	GU-05-L2-V1: Carryout Workplace Interaction
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to carry out workplace interaction.</p> <p>It specifically includes interpreting workplace communication and etiquette; reading and understand workplace documents; participating in workplace meetings and discussions; and practicing professional ethics at workplace.</p>
Nominal Hours	15 Hours
Elements of Competency	<p><b>Performance Criteria</b></p> <p><b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables Training Components</p>
1. Interpret workplace communication and etiquette	<p>1.1 Workplace code of conducts are interpreted as per organizational guidelines</p> <p>1.2 Appropriate lines of communication are maintained with supervisors and colleagues</p> <p>1.3 Workplace interactions are conducted in a <b><u>courteous manner</u></b> to gather and convey information</p> <p>1.4 Questions about routine <b><u>workplace procedures and matters</u></b> are asked and responded as required</p>
2. Interpret Workplace Documents	<p>2.1 Workplace documents are interpreted as per standard.</p> <p>2.2 Assistance is taken to aid comprehension when required from peers / supervisors</p> <p>2.3 Visual information / symbols / signage's are understood and followed</p> <p>2.4 Specific and relevant information are accessed from <b><u>appropriate sources</u></b></p> <p>2.5 Appropriate medium is used to transfer information and ideas</p>
3. Participate in workplace meetings and discussions	<p>3.1 Team meetings are attended on time and followed meeting procedures and etiquette</p> <p>3.2 Own opinions are expressed and listened to those of others without interruption</p> <p>3.3 Inputs are provided consistent with the meeting purpose and interpreted and implemented meeting outcomes</p>
4. Practice professional ethics at workplace	<p>4.1 Responsibilities as a team member are demonstrated and kept promises and commitments made to others</p> <p>4.2 Tasks are performed in accordance with workplace procedures</p> <p>4.3 Confidentiality is respected and maintained</p>

	4.4 Situations and actions considered inappropriate or which present a conflict of interest are avoided
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Courteous Manner	1.1 Effective questioning 1.2 Active listening 1.3 Speaking skills
2. Workplace Procedures and Matters	2.1 Notes 2.2 Agenda 2.3 Simple reports such as progress and incident reports 2.4 Job sheets 2.5 Operational manuals 2.6 Brochures and promotional material 2.7 Visual and graphic materials 2.8 Standards 2.9 OSH information 2.10 Signs
3. Appropriate Sources	3.1 HR Department 3.2 Managers 3.3 Supervisors
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 followed workplace code of conducts is as per organizational guidelines 1.2 maintained workplace documents as per standard 1.3 followed workplace instructions and symbols 1.4 followed and implemented meeting outcomes
2. Underpinning Knowledge	2.1 Workplace communication and etiquette 2.2 Workplace documents, signs and symbols 2.3 meeting procedure and etiquette
3. Underpinning Skills	3.1 Interpreting performance of workplace communication and etiquette 3.2 Interpreting workplace instructions and symbol 3.3 Interpreting workplace code of conducts is as per organizational guidelines 3.4 Interpreting workplace documents as per standard 3.5 Interpreting and implementing meeting outcomes



4. Underpinning Attitudes	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided: 5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of Assessment	Methods of assessment may include but not limited to: 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module 7.2 Assessment should be done by an NSDA certified/nominated assessor
<b>Accreditation Requirements</b> NSDA, the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any BNQF qualification must accredit training Providers. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

## **Sector Specific Unit of Competencies**

Unit Code and Title	SU-AFP-02-L1-V1: Follow Quality and Food Safety Programs
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to follow food quality and safety programs in the workplace.</p> <p>It includes the tasks of observing OSH practices, practicing personal hygiene and good grooming standards, following safe food handling and sanitation practices, monitoring quality of work outcome, identifying and acting on quality deficits and/or food safety hazards, maintaining cleanliness workplace and storing tools and equipment</p>
Nominal Hours	30 hours
Elements of Competency	<p><b>Performance Criteria</b></p> <p><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variable</p>
1. Observe OSH practices	<p>1.1 Housekeeping standards are maintained in the workplace following OSH requirements.</p> <p>1.2 <b><u>Personal hygiene</u></b> is maintained and <b><u>PPE</u></b> worn as per OSH requirements.</p> <p>1.3 Equipment is cleaned for production and hygiene requirements.</p>
2. Practice personal hygiene and good grooming standards	<p>2.1. Personal hygiene and good grooming is practiced in line with workplace health and safety requirements.</p> <p>2.2. Health conditions and/or illness are reported as required by the food safety program.</p> <p>2.3. Clothing and footwear are worn appropriate for the food handling task and meets the requirements of the food safety program.</p> <p>2.4. Movement around the workplace complied with the food safety program.</p>
3. Follow safe food handling and sanitation practices	<p>3.1. <b><u>Food handling requirements</u></b> are identified.</p> <p>3.2. Safe food handling practices are followed in line with workplace sanitation regulations and the food safety code.</p> <p>3.3. The workplace is maintained in a clean and tidy order to meet workplace standards.</p>
4. Monitor quality of work outcome	<p>4.1 <b><u>Quality requirements</u></b> are identified as per product</p> <p>4.2 Inputs are inspected to confirm capability to meet quality requirements.</p> <p>4.3 Work is conducted and monitored to produce required outcomes.</p>
5. Identify and act on quality deficits and/or food safety hazards	<p>5.1 <b><u>Processes, practices or conditions</u></b> that are not consistent with quality standards or food safety program are identified.</p> <p>5.2 Quality variations and/or <b><u>food safety</u></b> hazards are rectified or removed as per workplace requirement</p> <p>5.3 Quality variations and/or food safety outside the scope of</p>

	individual responsibility are reported to appropriate personnel
6. Maintain cleanliness workplace and store tools and equipment	6.1 Work area, materials, equipment and product are routinely checked to ensure compliance with quality and/or food safety requirements. 6.2 Workplace is cleaned as per requirement 6.3 Equipment are cleaned and stored as per workplace procedure 6.4 5S housekeeping is followed as per workplace standard
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (May include but not limited to)
1. Personal hygiene	1.1 Take Regular shower. 1.2 Wash your hands frequently. 1.3 Maintain oral hygiene practices. 1.4 Trim your nails and wash your hairs. 1.5 Clean your nose and ears. 1.6 Wear fresh and warm clothes. 1.7 Food hygiene is important too 1.8 Use sanitizer where necessary
2. PPE (Personal Protective Equipment)	2.1 Apron 2.2 Chef Jacket 2.3 Hand Gloves 2.4 Hair net 2.5 Hair cap 2.6 Face mask 2.7 Safety shoe 2.8 Shoe cover 2.9 Ear plug 2.10 Beard net
3. Food handled and stored	3.1 Raw materials 3.2 Ingredients 3.3 Consumables 3.4 Part-processed product 3.5 Finished product 3.6 Cleaning materials
4. Processes, practices or conditions	4.1 Methods of receiving and storing food 4.2 Food preparation 4.3 Cooking 4.4 Holding 4.5 Cooling 4.6 Chilling and reheating 4.7 Packaging 4.8 Disposal

5. Quality requirement	5.1 Texture 5.2 Taste 5.3 Color 5.4 Flavor 5.5 Appearance 5.6 Thickness 5.7 Weight 5.8 Moisture 5.9 Baking time 5.10 Temperature
6. Food safety	6.1 Failure to check delivery temperatures of potentially hazardous chilled food; 6.2 Failure to place temperature-sensitive food in temperature-controlled storage conditions promptly 6.3 Failure to wash hands when required 6.4 Use of cloths for unsuitable purposes
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 Maintained Housekeeping standards in the workplace following OSH requirements. 1.2 Maintained Personal hygiene and worn PPE as per OSH requirements. 1.3 Cleaned Equipment and work place for production and hygiene requirements. 1.4 Rectified or removed Quality variations and/or food safety hazards within the level of responsibility 1.5 Monitored quality of workoutcome 1.6 Identified and acted on quality deficits and/or food safety hazards
2. Underpinning knowledge	2.1 Personal hygiene 2.2 Rules and regulations to produce quality and safety in food 2.3 Control measures for food safety 2.4 Food safety hazards 2.5 Cleaning, sanitation and waste storage and disposal practices 2.6 Food safety procedures 2.7 Monitor quality of work outcome 2.8 Hazardous events 2.9 Job roles, responsibilities and compliance

3. Underpinning skill	3.1. Using the appropriate PPE. 3.2. Interaction skills (teamwork, networking, interpersonal skills, etc). 3.3. Practicing personal hygiene and good grooming in line with workplace health and safety requirements. 3.4. Identifying food rules and regulations, food grade preservatives and food additives 3.5. Controlling the measures for minimizing food contamination for food safety 3.6. Controlling hazards 3.7. Performing waste collection, recycling, handling and disposal. 3.8. Performing food safety procedures 3.9. Performing food safety and quality responsibilities and requirements relating to the work area. 3.10. Responding quickly to the emergency situation
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace
5. Resource implications	5.1 Workplace 5.2 equipment and facilities appropriate to processes or activity. 5.3 Materials relevant to the proposed activity. 4.6 Equipment and outfits appropriate in applying safety measures.
6. Methods of assessment	6.1 Demonstration 6.2 Oral questioning 6.3 Written test 6.4 Portfolio
7. Context of assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module. 7.2 Assessment should be done by a NSDA certified/nominated assessor

#### **Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SU-AFP-03-L1-V1: Work in the food Industry
Unit Descriptor	<p>This unit specifies the knowledge, skills and attitude required to identify roles and responsibilities and work in the food industry.</p> <p>It includes the tasks of identifying job roles and responsibilities in the food industry, identifying and observe OSH in the food industry, planning work activities and working with others</p>
Nominal Hours	20 hours
Elements of Competency	<b>Performance Criteria</b> <u><b>Bold and Underlined</b></u> terms are elaborated in the Range of Variable
1. Identify job roles and responsibilities in the food industry	1.1 Job roles and responsibilities in the food industry are identified. 1.2 Relationships within the food industry employees are identified.
2. Identify and observe OSH in the food industry.	2.1 <b>PPE</b> used in the food industry are identified and worn. 2.2 Safe work practices are followed when using equipment in the work environment.
3. Plan work activities	3.1. Common goals, objectives and tasks are identified and clarified with appropriate persons. 3.2. Individual tasks are determined and agreed on according to workplace environment.
4. Work with others	4.1 <u><b>Effective interpersonal skills</b></u> are applied to interact with others and to contribute to activities and objectives. 4.2 Assigned tasks are performed in accordance with job requirements, Work requirements are confirmed with colleagues.
<b>Range of Variables</b>	
Variable	Range (May Includes but not limited to)
1. PPE	1.1 Apron 1.2 Chef Jacket 1.3 Hand Gloves 1.4 Hair net 1.5 Hair cap 1.6 Face mask 1.7 Safety shoe 1.8 Shoe cover 1.9 Ear plug 1.10 Beard net

2. Effective interpersonal skills	2.1 Basic listening and speaking skills 2.2 Use of terminology and jargon 2.3 Communicating and receiving feedback 2.4 Interpretation of instructions, 2.5 Interpretation basic principles of effective communication.
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 Followed work place rule and regulation. 1.2 Identified Common goals, objectives and tasks 1.3 Determined Individual tasks 1.4 Make a work plan 1.5 Group forming and work with others.
2. Underpinning knowledge	2.1 Positive attitudes for work others. 2.2 Define own task 2.3 Food sector in Bangladesh 2.4 Job opportunity 2.5 Written and oral language communication 2.6 OSH
3. Underpinning skill	3.1 identifying task 3.2 communicating with co workers 3.3 communicating with supervisor 3.4 writing report
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace
5. Resource implications	5.1 Workplace 5.2 equipment and facilities appropriate to processes or activity. 5.3 Stand by firefighting equipment 5.4 Materials relevant to the proposed activity. 5.5 Equipment and outfits appropriate in applying safety measures. 5.6 Relevant manuals, codes, standards and reference material.
6. Methods of assessment	6.1 Workplace observation 6.2 Demonstration 6.3 Oral questioning 6.4 Written test 6.5 Portfolio



<p>7. Context assessment</p> <p>of</p>	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module.</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

## **Occupation Specific Unit of Competencies**

Unit Code and Title	<b>OU-AFP-FQC-01-L3-V1: Inspect Quality of Raw Materials, Ingredients and Packaging Materials</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to inspect quality of raw materials, ingredients and packaging materials.</p> <p>It specifically includes preparing for work, interpreting checking procedures of raw materials, ingredients and packaging materials, checking the quality of raw materials, ingredients and packaging materials, storing raw materials, ingredients and packaging materials.</p>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Elements of Competency</b>	<p><b>Performance criteria</b>  <b>(<u>Bold &amp; underlined</u> terms are elaborated in the Range of Variables)</b></p>
1. Prepare for work	<p>1.1 OSH is followed and <b><u>Personal Protective Equipment (PPE)</u></b> is used.</p> <p>1.2 Sample of <b><u>raw materials, ingredients and packaging materials</u></b> are collected as per requirement</p> <p>1.3 <b><u>Quality testing instruments</u></b> are identified and collected</p> <p>1</p>
2. Interpret checking procedure of raw materials, ingredients and packaging materials.	<p>2.1 Specification of raw materials, ingredients and packaging materials are identified.</p> <p>2.2 Process of checking raw materials, ingredients and packaging materials are interpreted.</p> <p>2.3 Standard Operating Procedure (SOP) is followed.</p>
3. Check the quality of raw materials, ingredients and packaging materials	<p>3.1 Sample of raw materials, ingredients and packaging materials are checked as per standard.</p> <p>3.2 <b><u>Non-conforming materials</u></b> are identified and reported to respective personnel.</p> <p>3.3 <b><u>Check list</u></b> is maintained as per SOP</p> <p>3.4 Checklist/result is submitted to respective personnel.</p> <p>3.5 Conforming materials are received as per standard procedure.</p>
4. Store raw materials, ingredients and packaging materials	<p>4.1 <b><u>Storage condition</u></b> are checked and adjusted as per Workplace instruction.</p> <p>4.2 Raw materials, ingredients and packaging materials are kept in allocated area.</p> <p>4.3 Raw materials, ingredients and packaging materials are put on rack/Pallet/stacked as per Workplace instruction</p> <p>4.4 Raw materials, ingredients and packaging materials are tagged.</p>

	4.5 Log sheet is maintained. 4.6 Workplace is cleaned as per workplace standards.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Personal Protective Equipment (PPE)	1.1 Apron / Cotty 1.2 Gumboot 1.3 Safety shoes 1.4 Mask 1.5 Hand Gloves 1.6 Ear plug 1.7 Safety Goggles 1.8 Hair net (Beard net if required) 1.9 Cap 1.10 Shoe Cover
2. Raw materials	2.1 Wheat flour 2.2 Sugar 2.3 Fruit pulp 2.4 Salt 2.5 Oil and fat 2.6 Egg 2.7 Corn flour 2.8 Rice flour 2.9 Butter 2.10 Milk powder 2.11 Margarine 2.12 Treated Water
3. Ingredients	3.1 Sweetening agents (Acesulfame-K, sodium cyclamate, aspartame, sucralose) 3.2 Emulsifying agents 3.3 Carbon-di-oxide (CO <sub>2</sub> ) 3.4 Preservatives (sodium benzoate, Potassium Meta-Bi-Sulphate, potassium sorbet, calcium propionate) 3.5 Thickening agents (Carboxymethyl Cellulose (CMC), Pectin, Xanthan gum, Gellan gum, Guar gum) 3.6 Acidity regulator (Citric Acid, Ascorbic Acid, Acetic Acid, Malic Acid, Tartaric Acid) 3.7 Leavening agents (Yeast, rennet, culture, baking powder, sodium bi carbonate, ammonium-bi-carbonate) 3.8 Food grade color (Beta carotene, sunset yellow, tartrazine, purple sweet potato, egg yellow, red orange, blood orange) 3.9 Food grade flavor (mango, lemon, strawberry, orange, vanilla)

4. Packaging materials	<p>4.1 Labelling</p> <ul style="list-style-type: none"> <li>▪ Paper label</li> <li>▪ Shrink label</li> <li>▪ Foils</li> <li>▪ Pouch</li> <li>▪ Paper sticker</li> </ul> <p>4.2 Packaging</p> <ul style="list-style-type: none"> <li>▪ PET bottle</li> <li>▪ Glass bottle</li> <li>▪ Jar</li> <li>▪ Cap</li> <li>▪ Closure</li> <li>▪ Laminating paper</li> <li>▪ Shrink film</li> <li>▪ PP Bag</li> <li>▪ Paper carton</li> <li>▪ Paper tray</li> </ul>
5. Quality testing instrument	<p>5.1 pH meter</p> <p>5.2 TDS meter</p> <p>5.3 Refractometer</p> <p>5.4 Moisture analyzer</p> <p>5.5 Glucometer</p> <p>5.6 Micrometer</p> <p>5.7 Balance</p> <p>5.8 Thickness gauge</p> <p>5.9 GSM round cutter</p> <p>5.10 Bursting strength tester</p> <p>5.11 Height gauge</p> <p>5.12 Hygrometer</p> <p>5.13 Temperature meter</p> <p>5.14 Lactometer</p> <p>5.15 Hydrometer</p> <p>5.16 Picnometer</p> <p>5.17 Viscometer</p> <p>5.18 Vernier Calipers</p> <p>5.19 Weighing balance</p> <p>5.20 Drying Oven</p> <p>5.21 Muffle furnace</p> <p>5.22 Glassware</p> <p>5.23 Microbial (Autoclave, Incubator, Laminar air flow)</p>

6. non-conforming materials	6.1 Foreign particles 6.2 High moisture content 6.3 Low gluten 6.4 Thickness variations 6.5 Sensory deviations <ul style="list-style-type: none"> <li>▪ Taste</li> <li>▪ Odor</li> <li>▪ Appearance</li> </ul> 6.6 Extra burn 6.7 Brix deviation 6.8 Color deviation
7. Checklist	7.1 Incoming materials inspection checklist 7.2 On process inspection checklist 7.3 Finished goods inspection checklist
8. Storage condition	8.1 Temperature <ul style="list-style-type: none"> <li>▪ Room temperature</li> <li>▪ Chilling temperature</li> <li>▪ Freezing temperature</li> <li>▪ Incubation temperature</li> </ul> 8.2 Humidity 8.3 Ventilation 8.4 Light
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Interpreted checking procedures of raw materials, ingredients and packaging materials. 1.3 Checked the quality of raw materials, ingredients and packaging materials. 1.4 Stored raw materials, ingredients and packaging materials.
2. Underpinning knowledge	1.1 OSH procedures. 1.2 Types of raw materials, ingredients and packaging materials. 1.3 Characteristics of raw materials, ingredients and packaging materials 1.4 Functions of raw materials, ingredients and packaging materials 1.5 Materials Safety Data Sheet (MSDS) 1.6 Quality standards. 1.7 Standard Operating Procedure (SOP). 1.8 Handling of Quality testing instruments 1.9 Non-conforming materials 1.10 Types of Check list 1.11 Define Storage condition

3. Underpinning skills	3.1 Applying the techniques of checking raw materials, ingredients and packaging materials. 3.2 Using Materials Safety Data Sheet (MSDS) 3.3 Applying the techniques of quality testing instruments 3.4 Applying the process of identifying and reporting 3.5 Maintaining checklist. 3.6 Checking and adjusting skills 3.7 Storing skills of raw materials, ingredients and packaging materials.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	5.1 Workplace (actual or simulated). 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity. 5.4 Stand by firefighting equipment 5.5 Personal Protective Equipment (PPE) 5.6 Information and documentation 5.7 Manual, Codes, drawings, sketches, Standards and reference materials
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio.
7. Context of assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completing of the training module. 7.2 Assessment should be done by a suitably qualified/certified assessor.

### **Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

<b>Unit Code and Title</b>	<b>OU-AFP-QC-02-L3-V1: Inspect Quality of Food Processing System</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to inspect quality of food processing system.</p> <p>It specifically includes preparing for work, checking quality of processing materials, and inspecting equipment and production area.</p>
<b>Nominal Hours</b>	<b>50 Hours</b>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>(Bold &amp; underlined)</u></b> terms are elaborated in the Range of Variables)</p>
1. Prepare for work	<p>1.1 OSH is followed and Personal Protective Equipment (PPE) is used.</p> <p>1.2 Clean in Place (CIP)/Clean out Place (COP) is maintained to ensure food safety and quality</p> <p>1.3 line clearance for changeover is assured to avoid cross contamination.</p> <p>1.4 Specification of raw materials, ingredients and packaging materials are ensured.</p> <p>1.5 Checklist or recipe/batch cards is collected.</p> <p>1.6 Food processing system is interpreted.</p> <p>1.7 Special instruction on process system is received from concern authority.</p>
2. Check quality of processing materials	<p>2.1 Quality of collected materials as per recipe/batch cards is checked before processing.</p> <p>2.2 <b><u>Batch size</u></b> is checked as per batch cards/recipe.</p> <p>2.3 Quantity of materials are arranged as per batch standard</p> <p>2.4 <b><u>Process parameters</u></b> are checked and tested for confirming quality of process materials.</p> <p>2.5 Batch preparation checklist is maintained as per SOP.</p> <p>2.6 Checklist/result is submitted to respective personnel.</p> <p>2.7 Necessary rectification is done to make conforming process materials before reporting</p> <p>2.8 <b><u>Non-conforming materials</u></b> are identified and report accordingly.</p>
3. Inspect equipment and production area	<p>3.1 Equipment and processing area are inspected to ensure cleaning and meet hygiene requirements as per Process Instruction (PI).</p> <p>3.2 Waste is disposed according to the workplace procedure.</p>
<b>Range of variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):



1. Batch size	1.1 Volume 1.2 Quantity
2. Process parameters	2.1 Time 2.2 Temperature, 2.3 Pressure, 2.4 Speed 2.5 Density 2.6 Viscosity 2.7 RPM 2.8 Brix
3. Non-conforming materials	3.1 Foreign particles 3.2 High moisture content 3.3 Low gluten 3.4 Thickness variations 3.5 Sensory deviations <ul style="list-style-type: none"> <li>▪ Taste</li> <li>▪ Odor</li> <li>▪ Appearance</li> </ul> 3.6 Extra burn 3.7 Brix deviation 3.8 Color deviation
<b>Evidence Guide</b> Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Inspected quality of processing materials. 1.3 Inspected equipment and production area.
2. Underpinning knowledge	2.1 Materials specification. 2.2 Types of checklists. 2.3 Food processing system. 2.4 Quality standards. 2.5 Waste disposal procedures. 2.6 Batch size 2.7 Process parameters 2.8 Non-conforming process materials
3. Underpinning skills	3.1 Applying the techniques of inspecting quality of collected materials 3.2 Maintaining batch preparation checklist as per SOP. 3.3 Applying the techniques of Identifying and reporting non-conforming materials. 3.4 Using the techniques of inspecting equipment and processing area.

	3.5 Presentation skills 3.6 Applying skills of communicating 3.7 Applying skills of literacy and numeracy 3.8 Showing proactive positive attitude
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	5.1 Workplace (actual or simulated). 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity. 5.4 Stand by firefighting equipment 5.5 Personal Protective Equipment (PPE) 5.6 Information and documentation 5.7 Manual, Codes, drawings, sketches, Standards and reference materials
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written test. 6.2 Demonstration. 6.3 Oral questioning. 6.4 Portfolio.
7. Context of assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module. 7.2 Assessment should be done by a suitably qualified/certified assessor.
<b>Accreditation Requirements</b> Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

<b>Unit Code and Title</b>	<b>OP-AFP-QC-03-L3-V1: Control quality of Food Production System</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to inspect quality of food production system.</p> <p>It specifically includes preparing for work, inspecting quality on production and inspecting equipment and production area.</p>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>Bold &amp; underlined</u></b> terms are elaborated in the Range of Variables)
1. Prepare for work	<p>1.1 OSH is followed and Personal Protective Equipment (PPE) is used.</p> <p>1.2 Clean in Place (CIP) / Clean out Place (COP) / Sterilization in Place (SIP) of production machineries are confirmed.</p> <p>1.3 Food production process is interpreted.</p> <p>1.4 Special instruction on production system is received from the relevant person.</p>
2. Control quality of product	<p>2.1 <b><u>Production parameters</u></b> are checked and tested to confirm quality.</p> <p>2.2 <b><u>Checklist</u></b> is maintained as per SOP.</p> <p>2.3 Necessary rectification of nonconforming products is done to make conforming before reporting.</p> <p>2.4 Quality of product is ensured as per product standard</p> <p>2.5 Checklist is submitted to respective personnel.</p> <p>2.6 <b><u>Non-conforming products</u></b> are identified and reported accordingly.</p>
3. Inspect equipment and production area	<p>3.1 Equipment and production area are inspected to meet with hygiene requirements as per Production Instruction (PI).</p> <p>3.2 Waste is disposed of according to the workplace procedure.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to)
1. Production parameters	<p>1.1 Time</p> <p>1.2 Temperature</p> <p>1.3 Color</p> <p>1.4 Flavour</p> <p>1.5 Texture</p> <p>1.6 Taste</p> <p>1.7 Appearance</p> <p>1.8 Moisture</p> <p>1.9 Water activity</p> <p>1.10 pH</p>

	1.11 Acidity 1.12 Specific gravity 1.13 Density 1.14 Brix 1.15 Viscosity 1.16 Hardness
2. Checklist	2.1 Checklist for Cooking 2.2 Checklist for Baking 2.3 Checklist for Pasteurization 2.4 Checklist for Homogenization pressure 2.5 Checklist for Drying 2.6 Checklist for Frying 2.7 Checklist for Freezing 2.8 Checklist for Cooling temperature, 2.9 Checklist for Time and speed
3. Non-conforming products	3.1 De-shaped 3.2 Burnt 3.3 Under baked/Cooked 3.4 Over baked/Cooked 3.5 Broken 3.6 Under weight 3.7 Over weight 3.8 Over moisture 3.9 Leakage 3.10 Unpleasant odor
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Inspected quality on production. 1.3 Inspected equipment and production area.
2. Underpinning knowledge	2.1 OSH procedures. 2.2 Food production process. 2.3 Quality standards. 2.4 Standard Operation Procedures (SOP). 2.5 Production parameters 2.6 Define checklist 2.7 Non-conforming products 2.8 Waste disposal procedures.
3. Underpinning skills	3.1 Applying techniques of checking and confirming production parameters. 3.2 Maintaining checklist.

	3.3 Applying the techniques of identifying non-conforming products and reporting accordingly. 3.4 Applying inspecting of equipment and production area. 3.5 Presentation skills 3.6 Applying skills of communicating 3.7 Applying skills of literacy and numeracy 3.8 Showing proactive positive attitude
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	5.1 Workplace (actual or simulated). 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity. 5.4 Stand by firefighting equipment 5.5 Personal Protective Equipment (PPE) 5.6 Information and documentation 5.7 Manual, Codes, drawings, sketches, Standards and reference materials
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test. 6.2 Demonstration. 6.3 Oral questioning. 6.4 Portfolio.
7. Context for assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module. 7.2 Assessment should be done by a suitably qualified/certified assessor.
<b>Accreditation Requirements</b> Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-AFP-QC-04-L3-V1: Inspect Quality of Packagings System with Finished Products
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to inspect quality of packaging system.</p> <p>It specifically includes preparing for work, checking packaging system, inspecting finished goods, and equipment and production area.</p>
Nominal Hours	60 Hours
Elements of Competency	<b>Performance Criteria</b> <b>(Bold &amp; underlined</b> terms are elaborated in the Range of Variables) 
1. Prepare for work	1.1 OSH is followed and Personal Protective Equipment (PPE) is used. 1.2 Food packaging system is interpreted. 1.3 Checklists for <b><u>packaging parameters</u></b> are collected. 1.4 Special instruction on packaging system is received if required.
2. Check packaging system	2.1 Special instruction on packaging system is ensured. 2.2 Packaging <b><u>room conditions</u></b> are checked and ensured to continue work. 2.3 <b><u>Checklist for packaging</u></b> is maintained as per SOP. 2.4 Parameters of packaging products are checked and tested as per SOP to ensure quality 2.5 Necessary rectification of nonconforming products is done to make conforming before reporting 2.6 Checklist is submitted to respective personnel. 2.7 <b>Non-conforming products</b> are identified and reported accordingly.
3. Inspect finished goods	3.1 Finished goods are inspected according to specification to ensure overall quality as per standard. 3.2 <b><u>Checklist for finished goods</u></b> is maintained as per SOP. 3.3 Necessary rectification of nonconforming products is done to make conforming product before reporting 3.4 Checklist is submitted to respective personnel. 3.5 Non-conforming products are identified and reported accordingly Confirming products are approved through QC PASS.
4. Inspect equipment and production area	4.1 Equipment and packaging area are inspected to meet with hygiene requirements. 4.2 Waste is disposed of according to the workplace procedure.
5. Maintain quality of products transportation	5.1 Packets of finished products are checked on the basis of quality parameter before loading 5.2 Vehicle conditions are checked on the basis of food

	<p>safety and hygiene principles for carrying finished products to the customer door.</p> <p>5.3 Packets are stacked following the safety precaution</p> <p>5.4 Checklist for finished goods is maintained as per SOP.</p> <p>5.5 Checklist is submitted to respective personnel.</p> <p>5.6 Non-conforming products are identified and reported accordingly.</p> <p>5.7 Feedback of quality products is collected from the customer to develop maintain quality.</p>
<b>Range of variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Packaging parameters	<p>1.1 Sealing temperature</p> <p>1.2 Nitrogen content</p> <p>1.3 CO2 volume</p> <p>1.4 Filling temperature</p> <p>1.5 Wrapping size</p> <p>1.6 Wrapping temperature</p> <p>1.7 Product weight</p> <p>1.8 Product net content</p> <p>1.9 Coding matter</p> <p>1.10 Carton size</p>
2. Room conditions	<p>2.1 Room temperature</p> <p>2.2 Humidity</p> <p>2.3 Ventilation</p> <p>2.4 Lighting</p>
3. Checklist for packaging	<p>3.1 CO2 volume</p> <p>3.2 Wrapping size</p> <p>3.3 Leak test</p> <p>3.4 Product weight</p> <p>3.5 Product net content</p> <p>3.6 Coding matter</p> <p>3.7 Carton size</p> <p>3.8 Gross weight</p> <p>3.9 Stacking norms</p>

4. Checklist for finished goods	<p>4.1 Chemical</p> <ul style="list-style-type: none"> <li>▪ Acidity</li> <li>▪ Brix</li> <li>▪ pH</li> <li>▪ Viscosity</li> <li>▪ Moisture</li> <li>▪ Ash content</li> <li>▪ Fat content</li> </ul> <p>4.2 Physical</p> <ul style="list-style-type: none"> <li>▪ Color</li> <li>▪ Flavor</li> <li>▪ Odor</li> <li>▪ Texture</li> <li>▪ Water activity</li> </ul> <p>4.3 Micro-biological</p> <ul style="list-style-type: none"> <li>▪ Bacteria</li> <li>▪ Yeast</li> <li>▪ Mold</li> </ul>
5. None Conforming products	<p>5.1 Coding missing</p> <p>5.2 Leakage</p> <p>5.3 Loose packet</p> <p>5.4 Broken</p> <p>5.5 Labeling missing</p> <p>5.6 De-shaped</p> <p>5.7 Burnt</p> <p>5.8 Under baked/Cooked</p> <p>5.9 Over baked/Cooked</p> <p>5.10 Broken</p> <p>5.11 Under weight</p> <p>5.12 Over weight</p> <p>5.13 Over moisture</p> <p>5.14 Leakage</p> <p>5.15 Unpleasant odor</p>
<b>Evidence Guide</b> Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	<p>1.1 Prepared for work.</p> <p>1.2 Ensured packaging system.</p> <p>1.3 Inspected finished goods.</p> <p>1.4 Inspected equipment and production area.</p> <p>1.5 Maintained quality of product transportation</p>



2. Underpinning knowledge	2.1 Packaging parameters 2.2 Room conditions 2.3 Checklist for packaging 2.4 Non-conforming products 2.5 Vehicle conditions 2.6 OSH procedures. 2.7 Quality standards 2.8 Parameters of packaging products. 2.9 Checklist for finished goods. 2.10 Waste disposal procedures.
3. Underpinning skills	3.1 Applying the techniques of checking and inspecting. 3.2 Identifying and reporting non-conforming products. 3.3 Using testing equipment 3.4 Presentation skills 3.5 Applying skills of communicating 3.6 Applying skills of literacy and numeracy 3.7 Showing proactive positive attitude
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	5.1 Workplace (actual or simulated). 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity. 5.4 Stand by firefighting equipment 5.5 Personal Protective Equipment (PPE) 5.6 Information and documentation 5.7 Manual, Codes, drawings, sketches, Standards and reference materials
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio.
7. Context of assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module. 7.2 Assessment should be done by a suitably qualified/certified

	assessor.
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	



## Validation of Competency Standard

The Competency Standards for National Skills Certificate Level-3 in Quality Control is validated by NSDA on 30<sup>th</sup> October, 2023.

### List of members in the validation workshop:

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